

Scoil Íde  
Whole School Plan

# Physical Education (PE)

AN ROINN | DEPARTMENT OF  
OIDEACHAIS | EDUCATION  
AGUS | AND  
EOLAÍOCHTA | SCIENCE



# Planning Template: PE

## ■ Title

Scoil Íde, Salthill  
Physical Education Policy

## ■ Introductory Statement and Rationale

### (a) Introductory Statement

This plan was formulated by the whole staff to provide a coherent approach to the teaching of P.E. across the whole school. It is envisaged that this plan will benefit the teaching and learning of P.E. in Scoil Íde.

Physical Education (P.E.) provides children with learning opportunities through the medium of movement. Through P.E. we aim to help children develop physically as well as socially, emotionally and intellectually. This plan describes the place which we give to Physical Education in our school, which is to support children in every aspect of their life and development. It describes the way in which we use Physical Education to achieve that goal, our agreed approach to teaching P.E. and the content of the programme of the curriculum at each year level. It conforms to the principles outlined in the 1999 Primary Curriculum documents. This document will also serve as a basis for each teacher's long term and short term planning. It will also serve to inform new or temporary teachers and parents and other partners in the education process, of the approaches and methodologies, which we use in P.E.

*Scoil Ide achieved its first Active School Flag in 2015 and its second in 2018. We are currently working towards our third green flag.*

*Scoil Ide received the Daily Mile Flag in December 2020.*

### (b) Rationale

Physical Education provides children with unique learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. The Physical Education Programme which provides a wide variety of movement activities builds on the early physical experiences of the child. In contributing to the holistic development of children, Physical Education shares much with the other subjects of the Primary School Curriculum. Children learn to relate to, and communicate with, each other and to develop self esteem and confidence. They are encouraged to develop initiative and leadership and to acquire positive attitudes towards physical activities. They are helped to make informed decisions concerning a healthy lifestyle. Learning in other subject areas can be enhanced and consolidated in Physical Education lessons. For example – Estimating, measuring and reading simple maps which are developed in the Outdoor and Adventure Activities strand of the Physical Education curriculum are common to other subjects.

In the implementation of the Physical Education Programme the following considerations should be remembered:

- Physical Education is for all students and all teachers.
- The importance of enjoyment and play.
- Maximum participation by all children.
- The development of skills and understanding.
- A balance between competitive and non competitive activities.
- A balance between contact and non contact activities.
- Providing opportunities for achievement for each child.

- Providing activities equally suitable for girls and boys (up to 1<sup>st</sup> Class).

Physical Education provides the child with the joy of physical exertion and the satisfaction of achievement while developing skills and attitudes that enhance their ability to contribute, compete and achieve.

## ■ **Vision and Aims**

### (a) **Vision**

We seek to assist the children in our school in achieving their potential through providing a balanced programme of activities where each child is encouraged to participate at his/her individual level.

### (b) **Aims**

We endorse the aims of the Primary School Curriculum for PE

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

## ■ **Curriculum Planning**

### 1. **Strands and Strand Units**

There are six strands in the Physical Education Curriculum which should be covered at every level in Primary School.

They are:

1. Athletics
2. Dance
3. Gymnastics
4. Outdoor and Adventure Activities
5. Aquatics
6. Games

Within each strand the child learn various skills related to the given strand. These are taught to the child in a variety of ways through modelling, demonstrating, active engagement and assessment. Within each strand the strand unit 'understanding and appreciation' gives the child the opportunity to appreciate the importance of physical activities and physical movement.

### ***Athletics***

- Running
- Jumping
- Throwing
- Understanding and appreciation of athletics

### ***Dance***

- Dance - Exploration, creation and performance of dance
- Understanding and appreciation of dance

### ***Gymnastics***

- Movement
- Understanding and appreciation of gymnastics

### ***Games***

- Sending, receiving and travelling
- Creating and playing games
- Understanding and appreciation of games

### ***Outdoor and Adventure Activities***

- Outdoor & Walking
- Adventure Orienteering
- Activities Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

### ***Aquatics***

- Hygiene
- Water safety
- Entry to and exit from the water
- Buoyancy and propulsion
- Stroke development
- Water-based ball games
- Understanding and appreciation of aquatics

There are 15 Fundamental Movement Skills which the children will master throughout their primary school years. These FMS are broken into three categories:

- Locomotor Skills
- Stability Skills
- Manipulative Skills

#### **Locomotor Skills include:**

- Walking
- Running
- Hopping
- Skipping
- Jumping,
- Dodging,
- Side Stepping

**Stability Skills:**

- Balancing
- Landing

**Manipulative Skills:**

- Catching
- Throwing
- Kicking
- Striking with the hand
- Striking with an implement

The 'Move Well, Move Often' approach is used throughout Scoil Ide and is intended to contribute to the development of the physically literate child. It has been designed to complement the teaching of the Irish Primary School Physical Education Curriculum and aims to provide a range of tools to support the teacher in teaching fundamental movement skills (FMS) throughout the primary school. A balanced range of locomotor, stability and manipulative skills are taught across each year.

There are three stages in each skill:

Stage 1: Exploring Stage

Stage 2: Developing Stage

Stage 3: Mastering Stage

**2. Approaches and Methodologies**

Our Physical Education Programme shall be implemented by incorporating a combination of the following approaches.

***'Move Well, Move Often' Approach; Developing the physically literate child through the lens of fundamental movement skills.***

Each class teacher is using the 'Move Well, Move Often' approach to teaching Fundamental Movement skills, in order to provide maximum opportunities for the development of Physical Literacy. Development of these skills are integrated into PE lessons. The teacher focuses a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. The teachers select the appropriate strand according to this whole school plan and prepare lessons within that strand that places a focus on a particular Fundamental Movement Skill. In this way, teachers can maximise the development of the FMS as part of the provision of a broad and balanced PE programme. It is suggested that the teacher introduces a maximum of two teaching points per skill during each PE lesson.

***Direct teaching approach-***

This approach involves the teacher telling or showing children what to do and then observing their progress. It entails the teacher demonstrating most things in order to see progress being made. The teacher must make all or most of the decisions concerning the content of the lesson and the child responds to instructions. The direct teaching approach method is useful when organising activities, ensuring that safe practices are being applied and in the movement and handling of P.E equipment. It is an appropriate approach for activities such as performing folk dances or teaching specific skills within a game situation.

### ***Guided discovery approach-***

The guided discovery strategy involves the teacher in designing a series of questions that will eventually lead to one or more appropriate answers and ultimately the discovery of a particular concept or solution. It is one of the approaches that offer children the opportunity to make decisions, solve problems or take initiative. The use of this approach promotes discussion among children and enhances the child's capacity to evaluate.

The guided discovery approach can be used where the teacher wishes to place an emphasis on leading the children to explore and experiment with movement challenges.

It may be utilised as a child explores movement through informal play experiences. It can be used when the teacher wants children to think about the application of concepts or tactics in games, where appropriate questioning can lead to a deeper understanding of how a skill can be employed in games situations.

Station teaching will be used in certain PE lessons when most appropriate to develop particular skills.

### ***Integration-***

The teacher should consider how objectives can be achieved through integration. Physical Education has many objectives which are developed by other subjects such as Gaelic, English, Art, Music, Mathematics and especially S.P.H.E. The development of these subjects can be enriched through a programme of Physical Education which is broad and balanced.

## **3. Assessment and Record Keeping**

The teachers in the school constantly assess in the P.E. lessons delivered as we identify progress and difficulties.

We will assess:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out any activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.

- **Assessment for learning** to provide feedback to children, improve learning and inform practice.
- **Assessment of learning** which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and children themselves.
- **Assessment as learning** involves teaching the children how to self-assess and peer assess.

Pupils' Progress is noted at the end of each school term.

Parents are informed of their child's progress at Parent Teacher Meetings also.

Formal records are stored in the school's filing cabinet.

Pupils are encouraged to self-assess and to suggest ways of improving and developing the game/P.E. class.

Peer assessment tools are used as part of the 'Move Well, Move Often' approach.

#### **4. Multi-Class Teaching**

In these situations, provisions should be made to suit and challenge the different stages of development of children within the group. This can be achieved by setting individual, partner or small group tasks through the medium of station teaching. Follow up activities to a basic lesson can be introduced where one group has an opportunity to practice again what was covered in the basic lesson, while the other group moves ahead and develops the skill further.

#### **5. Children with Different Needs**

Participation of children with Special Needs will be ensured through the use of S.N.A/Special Needs Teacher. Children will be allowed to participate in activities at their own level through the modification of tasks where necessary. Group and pair work and similar ability groups will be used in conjunction with a balance of activities from across the strands to encourage inactive/shy/self-conscious children to participate in P.E. activities.

#### **6. Equality of Participation and Access**

In planning for PE we are going to pay attention to the following areas in order to promote gender equality throughout the physical education curriculum.

- All children from infants to sixth class will partake in all six strands of the curriculum, mindful of limited facilities.
  - All children will develop a broad range of Fundamental Movement Skills in their Primary years.
- We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme i.e. one particular group or class will not be allowed unlimited access to larger yard areas.
- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of girls and boys when promoting the health related fitness of children.
- We will enter both boys and girls teams in inter-school competitions and where necessary (if we have insufficient numbers) we will take the opportunity to enter mixed teams.

Where appropriate, large sporting events such as the Olympics, World Cup, Special Olympics etc., will be used to look at the customs and sporting culture of some of the participating countries.

Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

## **7. Linkage within the PE Curriculum**

*(Refer to Curriculum p. 13, 18, 37, pp. 45-47 Teacher Guidelines)*

Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered.

Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class.

A balanced approach will be used in the teaching of FMS. The teaching points in some skills can be adapted / extended to teach other skills.

## **■ Organisational Planning**

### **8. Timetable**

Children in all classes are allocated one hour per week for PE. This hour can be allocated in one whole session or broken into two half hour sessions at the teacher's discretion. Classes are timetabled to use our own school hall and yard, as well as the hall and Astro Turf facility in Scoil Éinde.

There is discretionary time available weekly that may be used if required to support the implementation of the PE programme and increase level of physical activity in line with the Active School Flag. On rainy days, teachers are encouraged to allow time after break to engage in physical activity such as Go Noodle.

- Aquatics takes place in Term three for second and third class.
- Hurling is taught to first class for six-eight weeks, by a GAA coach in Arus Na Trá.
- Gaelic Football is taught to first and second class by Salthill GAA.
- Coached soccer skills with an FAI coach are available for some classes in Term 3
- Sixth class participate in touch-rugby training and competitions during term 3.
- Olympic hand-ball is introduced in first class. Senior classes participate in local competitions throughout the year.
- FAI Spar Soccer competition for fourth, fifth and sixth classes
- Cross Country competitions for 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> classes
- Children are given the opportunity to take part in city sports.
- Play-works is implemented in our school weather depending. It is an initiative to include all children in yard games which promotes inclusivity and social skills in an active, fun and non-competitive way.

*\*A NUMBER OF SPORTING ACTIVITIES HAVE BEEN RESTRICTED DUE TO COVID 19. DURING THIS PERIOD OF RESTRICTIONS THE FOCUS WILL BE ON PROMOTING THE SKILLS OUTLINED IN THE MOVE WELL MOVE OFTEN PROGRAMME AND RESUMPTION OF ALL OTHER ACTIVITIES WILL TAKE PLACE ONCE THE COVID RESTRICTIONS HAVE BEEN LIFTED.*



## 9. Code of Ethics

*(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines. Also refer to SPHE plan; Code of Ethics, Good Practice for Children's Sport)*

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. *'Adults interacting with children in sport (referred to as Sports Leaders in this code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult action in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general'*
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Science Child Protection Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.

## 10. After School Activities

- Throughout the school year, children have the opportunity to participate in after school physical activities.
- There is Gaelic Football training on Tuesday afternoons from 2.30 – 3.30pm in the Áras in Salthill. This is open to girls from 2<sup>nd</sup> to 6<sup>th</sup> class.
- In the summer term, a Running Club is operated for City Sports
- The school organises an annual sports day in the Prairie where pupils enjoy fun activities.
- Yoga is offered twice weekly as an afterschool activity.
- Olympic Handball competition coaching takes place with the local boys school.
- Cross – country training in term 1 is offered as an afterschool activity.
- Note: The extra-curricular programme that involves competitive activities will always reflect the aims and objectives of the PE curriculum.

*THESE ACTIVITIES HAVE BEEN RESTRICTED DUE TO COVID 19. DURING THIS PERIOD OF RESTRICTIONS THE FOCUS WILL BE ON PROMOTING THE SKILLS OUTLINED IN THE MOVE WELL MOVE OFTEN PROGRAMME AND RESUMPTION OF ALL OTHER ACTIVITIES WILL TAKE PLACE ONCE THE COVID RESTRICTIONS HAVE BEEN LIFTED.*

## 11. PE Equipment and ICT

**Move Well, Move Often Posters, teacher resource books and digital framework/online tools**

<https://www.scoilnet.ie/pdst/physlit/planning/>

All of the Fundamental Movement Skills posters are displayed in the hall. Each poster clearly outlines the teaching points of each skill and is accompanied by a series of pictures. The teachers

can use the posters to assist with demonstrating and teaching the skill in focus. The children can also refer to the posters for guidance while developing a skill or as an assessment tool.

All teachers have access to the teacher handbooks. There are three handbooks which cater for all primary school age children.

The activities that are outline to develop and consolidate the skills across the three books. The activities in book 1 are general aligned to the infant classes, the activities in book 2 are generally aligned with the junior /middle classes and the activities in book 3 are generally aligned to idle/senior classes

Online resources:

<https://www.scoilnet.ie/pdst/physlit/planning/>

All teachers have access to the planning and teaching tools and resources outlined on the ‘Move Well, Move Often’ website. Some of the digital resources are used in the classroom setting to outline the skill prior to practicing it during the lesson.

**(Refer to pp. 104-105 Teacher Guidelines)**

- Our school has a detailed inventory of equipment and resources available for PE.

This list is compiled by the post holder for PE and is checked and updated at the beginning of each school year. All PE equipment is stored in the storage area in the school hall.

- It is the responsibility of each class teacher to ensure that all equipment is returned to the store boxes after each lesson. Only teachers are permitted to remove and replace equipment. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the equipment boxes once a month. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.

- The P.E. coordinator and principal will have the responsibility to purchase the PE equipment for the school and to apply for equipment from different organisations who give free equipment to schools.

- P.E teaching manuals, DVD’s, CD’s etc will be located on the upstairs corridor readily available for all staff.

- Playworks equipment and yard equipment is stored in a separate storage box at the end of the downstairs corridor.

**ICT:**

Teacher's use IWB to show examples of skills in action prior to lesson.

<https://www.scoilnet.ie/pdst/physlit/planning/>

The internet is used to provide opportunities for interactive physical activities such as Just Dance, Go- noodle and Busy Breaks.

Online planning tools and websites are available to assist teacher's lesson planning. PSSI online lesson plans have been forwarded to all teachers.

DVD’s related to Gaelic Football skills coaching and Hurling coaching are used to demonstrate skills prior to P.E. lessons.

**Equipment:**

P.E equipment is stored in the PE hall. An inventory of equipment is carried out yearly by the Active School Flag committee. All equipment is stored in the designated storage areas in the hall.

**12. Health and Safety**

Issues identified as being health and safety issues in a PE context include warm-up at the start

of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents...etc.

It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject. When engaging children in PE all members of staff will ensure that the following safety aspects will be taken into consideration;

- All children must wear suitable footwear and clothing during a PE lesson
- All children will not be allowed to wear any jewellery during a PE lesson
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair
- Children will be taught how to lift and carry all PE equipment safely
- In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy
- Running activities will not finish at a wall or pole
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety
- We will endeavour to have an appropriate surface for the activities in the PE lesson
- Children will not be forced to do activities they are not physically or mentally ready for

There will be at least one person on staff with a current First Aid qualification and the BOM will fund the course fees. The first aid kit is located on the lower corridor and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is also available when children are participating in PE outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form, on the conditions and resulting procedures to be followed. Teachers will not treat a child unless it will make the difference between life and death. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions.

### **13. Individual Teachers' Planning and Reporting**

This whole-school plan and the curriculum documents for PE provide information and guidance to individual teachers for their long and short-term planning. Teachers plan using the strands and strand units, with thematic approach in accordance with the standardised P.E timetable. Teachers are advised to use the planning materials included in the Move Well, Move Often resource packs. The Cuntaisí Míósúla serve a purpose in reviewing and developing the whole-school plan for following years.

Teachers will share with parents information regarding their child's achievements—skill development combined with willingness to co-operate etc.—at parent/teacher meetings and other suitable times, as arranged.

### **14. Staff Development**

The P.E. coordinator will update staff on P.E. developments. Research, reference books, resource materials and websites dealing with P.E. [www.pcsp.ie](http://www.pcsp.ie) and [www.irishprimarype.com](http://www.irishprimarype.com) have definite links to the curriculum and PE in Ireland. The school has relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build on it. An inventory of organisations will be drawn up where free resources will be available.

A number of teachers have attended workshops in the area of Developing Physical Literacy.

Feedback from these courses has been given to all staff members. All staff members have access to resources which assist in the teaching of Fundamental Movement Skills.

## **15. Parental Involvement**

We ask all parents to support their children to participate in all strands of the PE curriculum. We encourage parents with recognised areas of expertise in the area of PE and/or Sport to support us in our efforts if their talents will be of benefit.

We outline the benefits of the PE curriculum and stress the difference between PE and sport and encourage them to become involved in our Active School Week/ Heathy Eating Week or any other initiative we will organise. Parents are part of our Health Promoting Schools committee and Active Flag committee. We encourage sporting endeavour at all times.

In order to partake in school sport, we will use buses as transport if necessary and teachers who have the appropriate insurance may also provide transport to sporting events. Parents who offer lifts can only transport their own child and the child's friends to the event.

Parents are involved in assisting with the WOW (Walk on Wednesday) initiative weekly as well as the annual school sport's day.

## **16. Community Links**

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school, links such as the local GAA club (Salthill Knocknacarra), Connacht Rugby (Tag rugby) and FAI (soccer), local schools (Scoil Einde and Salerno), Triathlon Ireland, Cumann Na mBunscoil / City Sports. We envisage new links will be created and sustained in the forthcoming years.

## **■ Success Criteria**

When we are reviewing our plan at the end of the school year, we will take into consideration, the following points;

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls

Means of assessing the outcomes of the plan include;

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions/report
- Second level feedback

## **■ Implementation**

This plan will be supported by the Board of Management and the local community. It will be developed and implemented by the teachers. Valerie O'Gorman will co-ordinate the progress of the plan, encourage and accept feedback on its implementation, and report to staff on findings. The plan will be monitored and evaluated each year.

■ **Review**

This policy will be subjected to a review at the end of this school year.

■ **Ratification and Communication**